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ABSTRACT

It is argued that a method for teaching English to speakers of other languages (TESOL) combining the communicative approach with the traditional grammatical orientation and Chinese teaching traditions may be more effective than any one of these single approaches in the Chinese educational and cultural context. The resulting approach is termed the communicative-cognition method. First, the grammar-translation method is criticized for its stress on language usage and its under-emphasis of communicative language use. The communicative approach is found to reflect better both the nature of language and the process of language learning, but it is noted that in the Chinese educational, cultural, and linguistic environment, and the current eclectic trend of TESOL, the communicative approach should be adjusted somewhat. Communicative competence should be used as the kernel approach, integrating advantages found in other methods and in traditional Chinese teaching. Six basic principles of this method are elaborated: development of both linguistic and communicative competence; use of communicative activities to bridge the communication gap;developing awareness in cross-cultural communication; extensive use of English nd limited use of Chinese; student-centered orientation, with teacher as facilitator; and integrative development of language skills. (MSE)

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Communicative-cognition Method: A TESOL Eclecticism with Chinese Characteristics

Abstract

This proposal expresses a personal standpoint concerning the establishment of a teaching method with Chinese characteristics: "to make foreign methods serve China and the ancient methods serve the present;but critically assimilate them and combine their advantages into an eclectic but novel method" (洋为中用,古为今用,批判继承,综合创新). The author will argue that strengths of the traditional grammatically oriented method and the modern communicative approach as well as the Chinese excellent teaching traditions can be combined together to create an eclectic method feasible in China's classrooms and with Chinese characteristics, aiming at both linguistic competence and what Hymes calls communicative competence.

Chapter One criticizes the grammar-translation method for overstressing language usage and neglecting language use,thus calling for a reform, then reviews the theoretical basis of communicative approach with respect to social behavior, language function, improvisation and cultural diversity and concludes that the linguistic competence alone is not enough for effective communication and the

communicative competence needs to be specially developed; and finally summarizes some special features of the communicative approach in contrast of those of the traditional method:the communictive competence as its desired goal, the two-way communication, communicative activities with information gap, exposure to target language for acquisition, an all-round development of four skills.

Chapter Two holds that since the communicative approach better reflects the nature of language and the process of language learning, it should be applied into the classrooms in China to achieve the communication aim set by the new Syllabus. However, when applying it we should keep in mind: (1) the current TESOL situation in China , including the Syllabus, College Entrance Examination, teachers and students, influence of Chinese culture and Chinese linguistic environment; (2) the current trend of eclecticism in TESOL; and (3)the history lesson of foreign language teaching that theory and practice should be united.

Chapter Three concludes that to create a TESOL method with Chinese characteristics we should use the theory of communicative approach as the kernel while collecting advantages from other methods, whether ancient or modern,foreign or domestic, and also retaining other Chinese excellent teaching traditions. All these advantages are organically combined together into an eclectic method. Stressing both appropriate use of language as well as cognition of correct usages of language, it may be tentatively called the "communicative-cognition

method". Specifically, it embodies at least the following teaching principles:

1) Develop both linguistic and communicative competences. This principle explains the importance of linguistic and communicative competences and provides the tentative framework of the communicative-cognition method, i.e. the roles of the teachers and students, teaching methods and materials in the development of the above two competences.

2) Perform communicative activities and introduce the information gap. This principle shows the importance of the communicative activities and their types and forms, and ways to bridge the information gap.

3) Increase the awareness of cross-cultural communication. This principle shows the close relationship between language and culture and provides some culture-teaching techniques on the 3 aspects of syllabus design, teaching materials and teachers after analyzing students' cultural mistakes.

4) Use English but not exclude Chinese. This principle deals with the use of native language and target language in conducting lessons and emphasizes the use of English as much as possible and use of Chinese when necessary.

5) Ensure student-centered orientation and teacher's role as a facilitator. This principle deals with the relationship between the teacher and the students and shows the importance and ways to motivate students' initiative.

6)Develop integratively four skills with varying stresses on different skills at different stages.

This principle deals with the relationship between listening, speaking ,reading and writing and holds that "listening and speaking first, followed by reading and writing, with an all-round development of four skills and with a final emphasis on the reading skill.

Chapter Four restates the four contents concerning the establishment of a TESOL method with Chinese characteristics: (1) our goal is to help change for the better the TESOL outlook in China and propel the TESOL forward into modernization; (2) our attitude is to take in everything valuable and avoid going to extremes; (3) our method is a dialectical one with critical and heritable components but not the abstract metaphysics; (4) our process is to unite analysis with compromise and compromise with creation. Taking in everything valuable to become an organic unity is a process of creation. We hope that these standpoints be valuable to developing countries with local conditions similar to China in their efforts to explore a TESOL method by combination of "tradition" and "innovation."

Chapter One

Going off the Beaten Track to CLT

1. The Beaten Track

China has a relatively long history of TESOL beginning in the Qing Dynasty in 1862, but it has been dominated by the traditional grammatically-oriented method, such as the spoon-feeding or cramming method.Soon after liberation in 1949, TESOL in China was carried on after the pattern of that in the former Soviet Union. Under the influence of the Contrastive Method, much attention was paid to sentence analysis and vocabulary work. During the ten- year disastrous "Cultural Revolution" which discourages learning a foreign language with the notorious slogan of "Making revolution all the same without ABC", , TESOL almost terminated in secondary schools. After the "Revolution" came the China's "Renaissance" in 1979, but many middle school teachers have still gone on the beaten track. An official investigation guided by the State Education Commission of China indicates that 87% teachers use the traditional method in China's middle schools in the 1980s(Zuo,1990:40). From the early nineties, a growing number of teachers began to be aware of the development of the communicative language teaching (CLT). But since the traditional method is deep-rooted and widely prevailing, and since the two national unified Syllabi for middle school English

(one issued in 1981, the other revised in 1986) and the textbooks set no communication aim but knowledge aim, it is difficult to change over from the traditional ways to the new ways. Therefore, the traditional ways of teaching still prevail, even though there are some attempts made at implementing communicative principles of TESOL in some places.

In traditional classes, many teachers always tend to over-emphasize the importance of grammar and reduce the process of language learning to the mere mastery of grammar and vocabulary. They are enthusiastic about sentence analysis, whether it is simple or difficult to understand.After grammatical analysis is done,each English sentence is given a Chinese translation.Most teachers even translated and asked students to translate Karl Marx's article in *Senior Book One* in which Marx gave some advice on avoidance of translation: "When a person is learning a foreign language, he must not always be translating everything into his own language..." , thus going contrary to the great leader's advice. The classroom teaching procedures are always the same three steps as follows:

> Presentation of the text to exemplify the grammatical and lexical items,with Chinese as the chief medium of instruction
> --> Drills on these linguistic items
> --> Presentation and consolidation of grammar through illustrative sentences and specially designed exercises.
>
> (Zhang and Yang,1982).

Stressing the grammatical usage rather than appropriate use of language,the traditional method produces very poor teaching results. The official investigation shows that "students' ability to use English is much lower than that of knowledge" and "this is even worse in common middle schools" (Zuo, 1990:42).Thus, students become almost communicatively incompetent. They are able to compose and understand well-formed sentences but still unable to use them appropriately in real-life situations. Many students often greet foreign teachers: "Have you eaten? " "Where are you going?" "What are you busy with?" and the like. They don't know these gracious Chinese greetings are true questions which are not encoded as greetings by English-speaking people, so they use them in every social situation,thus making foreign teachers puzzled and embarrassed.It is admitted that there are other factors causing students' communicative incompetence, such as the teachers' low proficiency of English and unsteady teaching personality to be confident, enthusiastic, patient etc., the students' low interest in study, poor learning methods and habits, and the use of grammar-based teaching materials. We will also try to solve these problems on the following pages.

Poor teaching results have recently led many teachers to reevaluate the traditional method. It is contrary to the essence of language as a tool for communication and overlooks an important aspect of language teaching - the teaching of the communicative use of the language. They have come to

realize that learning a language involves a competence more important than linguistic competence, a competence to use language for communication. This competence "does not follow as a necessary consequence of learning the language as a formal system and has to be developed in some way"(Widdowson, qtd. in Zhang and Yang, 1982). This is because the linguistic competence is "only a part of the communicative competence"(Allright,1979:168). So the true mastery of a language involves two types of competence - linguistic and communicative. Some teachers even proposed that the development of the communicative competence be considered as another dimension in the national unified Syllabus for middle school English in China. Therefore, in 1992 came the new era.For the first time, the State Education Commission stipulated the "communication aim" in the new-edition *Syllabus of Teaching English for Compulsory Education in Junior School of Nine-year System* and at the same time under the cooperation with the British Longman Group Limited published the three new textbooks - *Junior English for China,* thus calling on a radical reform in the deep-rooted traditional method in order to reach the communication aim.

2. The CLT Theoretical Basis

The communicative language teaching (CLT) is an approach to foreign language teaching which emphasizes that the goal of language teaching is communicative competence. According to Canale and

Swain, a communicative approach is designed on communicative functions (eg. apologizing, describing, inviting, promising)to teach students to know and emphasize how grammatically correct sentences are used to express functions appropriately(1979:1).

Chomsky describes the competence as a mere linguistic system or abstract grammatical knowledge (1965:3), i.e. "the mastery of the abstract system of rules by which a person is able to understand and produce any and all of the well-formed sentences of his language" (Monby, 1983: 7) . However, many sociolinguists argue that linguistic system alone is not enough for effective communication. To contrast Chomsky's theory of competence, Hymes put forward the term communicative competence which contains both knowledge and ability for language use with respect to four factors: "possibility, feasibility, appropriateness and accepted usage"(1979:19). Other sociolinguists agree with Hymes, saying that "The speaker must know what to say,with whom, and when, and where" (Cooper, qtd. in Monby, 1983: 17). Thus Hymes's concept of competence has the sociological component which Chomsky's lacks.A more recent but related analysis of communicative competence is found in Canale and Swain (1980) , in which four dimensions of communicative competence are identified: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (qtd. in Richards and Rodeges, 1986: 71) . By considering language social behavior, language function and improvisation, and culture difference, we can see that the sociolinguists' view of competence is

correct.

Language contains social rules. We must speak language according to them;otherwise we will cause offense.Asking a stranger in a street for direction, we should not say "Hi, you.Tell me the way to ...." or "Excuse me,kind sir.I wonder if you would be so kind as to direct me to..." Although both grammatically correct, they are not appropriate to the common social situation because the first is too rude and the second overpolite - both can cause offense to people. Therefore, in the process of communication, we must pass judgement on the social acceptability of our utterance and decide whether or not it is an appropriate response to the social context. Hymes states that any theory of language must contain a sociological component. A theory of communicative competence must deal with notions of the "speech community, speech situation,speak event, speech act,fluent speaker, components of speech events, functions of speech,etc."(qtd.in Zhao:1991).

Language function is another aspect for effective communication. Only understanding language forms and meanings is not enough to express and understand language functions.The function of a same form of words may change with context. The sentence "Why don't you close the door? " can perform many different functions such as questioning, imperative, complaint,etc. depending on the situation and the other sentences surrounding it.Similarly there are many different ways to express one and the same function. Students should know as many functions as a form expresses; otherwise they will cause a

communication breakdown just as the Littlewood's example illustrates(1983:12) . Therefore, language forms and functions are two crucial components in TESOL; any one of them should not be overemphasized to the neglect of the other.

The improvisational and creative use of language is an important skill for effective communication. We have to make and interpret messages as we communicate without prior preparation or rehearsal. Even in a simple conversational exchange there is an element of the unexpected and unpredictable. This means that one speaker cannot predict what the other will say. His own response will therefore have to be made up on the spot, and he will have to decide how to react, and what to say. In responding, he will be forced to exploit the language he knows in the most creative way, but not to repeat the dialogues learned in the classrooms. For instance,if he either does not know or cannot remember a needed word, he can use known or remembered language instead. If he cannot remember the word "friendship" , then he could substitute a phrase like "a good relationship between two friends". This is one of the improvisatory skills that ESOL students should master.

Finally,the culture competence should also be gained for cross-cultural communication. Finocchiaro and Brumfit pointed out that "cultural system" is one of the four subsystems of language(1983:30) . It should be learned just as the sound system, the grammar system, and the vocabulary system should be, in order to "speak appropriately, fluently and correctly"(Ibid). Also the culture governing the

appropriateness of native language is not necessary the same as the culture governing the same use of target language because culture in different countries may be different. Greeting people in China is different from greeting in USA. Chinese people regard eating as more important to their friends and acquaintances, thus using "Have you eaten? " as a gracious greeting at about meal time. This is considered inappropriate in USA. Therefore, "Differences in cultural meanings across languages are a problem in learning a second language"(Lado, 1979:23). Cultural differences and speaking rules of the target language should be learned by ESOL students. To some extent TESOL is really a process of enculturation.

3. The CLT Characteristics

From the review of the literature about communicative language teaching, we can draw some major features about the communicative approach which are greatly different from those of the grammar translation method, so different that it has been a reaction away from traditional method and initiated the communicative era in the TESOL history.

1) The communicative approach sets the communicative competence as its desired goal because language is a tool for communication. It holds that language should be learned through use and through communication. Based on this notion, the teacher usually creates real life situations in class and has students to play roles, simulations and true-to-

life interactions,etc.Thus, students learn to use language appropriately in different types of situations, use language to perform different kinds of tasks and use language for social interaction with other people, etc. In contrast, the grammar translation method sets the linguistic competence as its desired goal, which goes away from the essence of language as a tool for communication. It stresses only language structures,sounds or words, thus separating language from use,situation and role. This communicative feature fundamently differs from that of the traditional method, thus making a radical reform in the modern foreign language teaching.

2) The communicative approach insists that interactional speaking activities used in the classroom be instances of real communication, based on a genuine information gap. The gap exists when a teacher/student in an exchange knows something that the other student does not. If students know today is Monday and the teacher asks,"What day is today?" and they answer,"Monday," then the exchange is not really communicative. Consequently, the approach is violently opposed to such exchanges. It argues that the activities are mechanical and artificial and even harmful because they will lead students away from the use of the language for communicative purposes.

3) The approach stresses two-way communication. When communicating in real life, we do not say to ourselves, nor monologize as in a drama play, but always exchange the information with others.

Therefore in class. the teacher usually brings students' initiative into full play, and by limiting his talking time and preventing the cramming method, lets them practice more. Thus they become active agents communicating throughout the classes rather than passive recipients. This is also a critical difference from the traditional "one-way" teaching in which the teacher repeats what the book says while students take notes quietly. In China students are constantly told from children to sit quietly and listen to the teacher, and not to stand up and speak out unless called upon.

4) It ensures that students have sufficient exposure to the target language. This exposure provides many opportunities for language acquisition to occur. Students are encouraged to create and internalize language;they are not asked to learn by memorizing grammar rules and vocabulary. Therefore students' communicative competence can be developed as they try to deal with a variety of language situations.However, in traditional classrooms, the teacher uses the native language to conduct lessons, thus preventing students from acquisition of the target language.

5) Finally, the communicative approach embraces all four skills. By integrating listening, speaking, reading and writing,students can not only develop these skills but also constantly combine them in use as people use them in real life situations. In contrast,the traditional method emphasizes reading in isolation and treats listening, speaking, reading and writing as separate subjects, thus training

students to become what we call "deaf- mutes of English".

Since the communicative approach stresses language use, many teachers think , and we admit, that it may overlook language knowledge so that students are unable to make up and understand grammatically correct sentences, so they raise the question: "Does it require existing grammar-based syllabus to be abandoned or merely revised".This may be the case because we believe that linguistic competence is a part and a foundation of communicative competence.However,this problem can be solved by adding language knowledge into the practice of communicative practice.. Because "there is no single text or authority on communicative language teaching, nor any single model that is universally accepted as authoritative"(Gautom,1988: 82), because its theoretical base is "somewhat eclectic" (Richards and Rodgers,1986:71), and because it is only an "approach" within which there can be many methods, we can use it as an eclectic method, collecting any advantages from other methods, including (and retaining) the grammar translation method to teach language knowledge. Thus, both linguistic and communicative competences can be fully developed.

The communicative approach better reflects the nature of language and the process of language acquisition and learning. It has been employed in recent years by ESOL teachers in widely diverse settings in the world. It should also be introduced and applied into the classrooms in China to achieve

the communication aim set by the Syllabus . Also by applying it we can catch up with the rapid development in the study and application of communicative approach to TESOL in many foreign countries in recent years. Although it has some unsolved problems, it has far more advantages over disadvantages and can serve China if the problems will be solved satisfactorily.

Chapter Two

Principles Underlying a New TESOL Method

It has been shown that we should introduce the communicative approach into our classrooms. But should we take over it completely or should the traditional method be discarded altogether without any advantages left for use? To answer these questions, we had better make an overall consideration and rational estimation of the current TESOL situation in China, pay due attention to the current trend of language teaching methodology and learn something valuable from the history of foreign language teaching.

1. The Current TESOL Situation in China

The situation can be summarized in one sentence: "For Chinese teaching aims, Chinese teachers teach Chinese students in China's classrooms" with reference to the following main aspects:

(1). Teaching objectives

The new Syllabus states that teaching aims of middle school English are "by training in listening, speaking, reading and writing, to teach students to gain basic English knowledge and competence to use English for communication." This statement contains three teaching contents.The first is four skills and the second is the communicative competence. To fully develop these two abilities, it is better to use communicative approach .The third content is language

knowledge, also needed to be taught.For this purpose, some useful and effective techniques such as pattern drill from the traditional method could be retained for proper use. Therefore, to achieve above three goals, both the communicative approach and traditional method could be combined together for classroom use.

(2). National College Entrance Examination

This is one of the large influences determining a TESOL method.The English exam is one of the five exams for senior school graduates to pass into colleges and universities.Passing it is the most important consideration for students while learning. It has such a big influence to determine teaching contents and methods that it is usually called the "baton". Recent exams consist of two parts: language knowledge and language skills.The knowledge section is to test students' linguistic competence, which the traditional method can help to achieve. The skill section is to test the four language skills, thus the communicative approach should be properly employed. This also determines the employment of reasonable and effective teaching techniques from both the traditional and communicative methods.

(3). Teacher capacity

A qualified teacher's English proficiency is expected to be native or near-native. The Chinese teachers are non-native speakers of English and most teachers in rural schools lack this ability, especially the ability to listen and speak well. According to the official investigation, the percentage of China's middle school teachers with B.A.

degrees is only 28% and 12% of them are Russian majors and 8% were graduated during the "Cultural Revolution" with a 3-year B.A. program. Teachers with A.A. and with secondary diplomas are 4% and 29% respectively (Zuo,1990:84). So poor is teachers' higher or teacher-training education that many have difficulty speaking English throughout classes. Therefore, the Chinese language can sometimes be used to help conduct lessons, and the traditional method is thus unable to be discarded altogether.

On the other hand, not many teachers are familiar with current trends in TESOL methods. They have stuck to the old method and find it difficult to make a change. Li stated that in Tangshan city today there are still 20% teachers who are using the grammar-translation method to teach the new textbooks(1994). Therefore,at the present time we should advocate greatly the advantages of communicative approach and help them to master and use new teaching techniques. However it will take some time before most of them can adapt themselves to radical changes in TESOL methods. Also some teachers with a long teaching experience have their own special teaching techniques which have been proved effective and useful. In these conditions, we should allow them to continue their own "old" methods. Thus our "new" TESOL method should be a method with communicative approach as a core which will be blended with advantages of other methods including the traditional method.

(4). Student capacity

Most students begin learning English at age 12.At

this age. they are still in the transitional period from childhood to youthhood, so their imitating and memorizing ability is stronger than their understanding and logical ability. According to psychology,it is better to use the direct method and audio-lingual method to help them to form language habits and skills. But these students still differ greatly from 7-year-old children who are generally good at imitation and memory. Therefore, it is not proper for the teacher to depend fully on their imitation and memory,skills and habits; but along with their growing up,tend to rely on their logical ability to analyze, synthesize and summarize knowledge , thus arousing and maintaining their learning interests. This is better done by using the traditional method. Therefore, we should use an eclectic method which collects advantages from many methods including the direct method, audio- lingual method and grammar-translation method.

As to intelligence, middle school students have almost acquired the Chinese language which takes a firm hold in their mind. Learning English at this time is really a process of transferring Chinese language system into English system. So it is important for teachers to speak English to reduce and even prevent negative transfer. However, since there are many similarities and differences between Chinese and English, it is necessary to utilize comparison and contrast techniques to find them, so that the positive transfer can occur and negative transfer can be prevented. For this , Chinese should be used,and comparison techniques from the grammar-

translation method should be retained .

(5). Traditional teaching method

Although the traditional method overlooks the communicative language teaching, its certain elements have been useful and effective, which should not be discarded altogether. For example, the pattern drill has been found a useful means to familiarize students with grammatical structures. Without a good grasp of the grammar, there would be no linguistic competence. So the pattern drill will be retained; but instead of drilling patterns for the sake of patterns, it is necessary that language structure practice is to be given on contexts which involve some basic principles of appropriacy.Besides, vocabulary work and translation have contributed much to students' language improvement. They must still be considered as essential points to be covered in our method.

Also, for the past thousands of years, China has developed many excellent traditions of its own for language teaching such as "reciting model texts"(背诵范文),"reading widely"(广泛阅读) and "working hard at writing" (勤于习作), to name just a few. Long experience has shown that they are effective and efficient to form language habits and skills of students learning under the Chinese linguistic environment. These traditions must also be retained and supplemented into our own teaching method.

2. Eclecticism: a Current Trend of TESOL

In the field of foreign language teaching, the

eclectic method or compromise method is built with a certain method as its core while collecting advantages from many other methods. It is first created to avoid the extreme belief in one of the two schools of thought(the traditional and the direct methods). Its main characteristics is to accept as many advantages as possible according to the actual situation so as to develop the four language skills. Resourceful teachers have used these advantages to construct a methodological framework that may suit their own personal teaching style as well as the needs and interests of the students.

The eclecticism confirms to the law of the development of foreign language teaching. Usually a teaching method, at its early practice, was praised highly and actually had its own special advantages. But in the course of application, because the teaching aims, teachers and students , teaching materials, conditions and environments were changed, it inevitably became contradicted with all of them, so it had to be modified more or less in order to suit the new situations. The usual practice is to use one or two methods as a core while collecting many other advantages which were combined into an organic unity. Teaching experience also shows that it is rare for teachers to use only one method, but more frequent to use many advantages from different methods which are mixed together or use several methods at the same time.According to Omaggio (1986: 69-86), there are three kinds of modern adaptations of the direct method which have evolved to some

extent from direct methodology. The first adaptations, known as the Multiple Approach as well as a closely related variant known as the Verbal Active Method, have been in use for quite a few years. The second and third adaptations, Total Physical Response (TPR) and the Natural Approach, are relatively recent innovations in language teaching methodology. All of them do not preclude the explanation of grammar nor the use of the native language. In a word, the eclecticism is an unavoidable and normal phenomenon in foreign language teaching.

The eclecticism began in China early in 1960s. Chinese scholars put forward some eclectic principles such as "combination of language knowledge with practice", "development of language skills comprehensively", which have produced good teaching results and which have still made a great impact on the current TESOL methods. At the present time, the eclecticism is still prevailing in universities and colleges. The College English Syllabus points out: "Strong points should be drawn from different approaches . Different approaches should be adopted for different students, different stages and different purposes"(1991:10). Therefore, "in China today, most college teachers are using the eclectic method.... From the view of teaching-material compilation and concrete teaching-method use in common universities and colleges, the eclectic method is still widely used" (Xu, 1991). This is also the same in some secondary schools. In mid-eighties in some key schools in Beijing and Shanghai appeared a tendency of eclecticism. An

investigation to 31 key schools indicates this tendency:

Volume(junior) Method	Book I	Book II	Book III	Book IV
Composite method	67%	70%	70%	70%
Near audio-lingual	16%	13%	0	0
Grammar-translation	0	0	10%	10%

(Tang, 1985:265)

The eclecticism is also very popular in some foreign countries. According to Gaunlett, a majority of Japanese teachers are in favor of it. He said, "If my observations are right, it is my belief that the majority of progressive Japanese teachers think the eclectic method to be the best and most sensible" (qtd.in Xu, 1991). According to Xu, in Soviet Union foreign language teaching is also tending towards compromise. The teaching principles include "comprehensive teaching of phonetics, grammar and vocabulary, and integrative training of the four language skills"(Ibid). In a word, "The current teaching methodology is to combine the merits of the past language teaching practices into some form of a viable language teaching method according to the learner's needs and the linguistic environment in which he is taught the target

language"(Gautam,1988:25). To create a TESOL method, we should consider this trend.

3. A Lesson from the TESOL History

It is more than 100 years since the late 19th century when the teaching methodology was studied as a branch of science. From this history, we find that the research for teaching methodology was carried on almost concurrently with the debate over which abilities are formed in the domain of the teaching theory. This is because both of them depended on nearly the same theoretical basis, and were unavoidably influenced by the development of philosophy,pedagogy and other sciences of that time. The research for teaching methodology also depended on linguistics, psychology and even the teaching theory. It is therefore necessary to review briefly the development of teaching methodology and its revellent science to find out a law from which the go-ahead orientation and trend can be grasped for reference. The research like the debate falls approximately into the following three periods:

(1) The first period. In the 17-18th century the teaching theory, based on the rationalism that man is born with an ability to think and learn human language, emphasized the development of intelligence and ability. Under its influence emerged the grammar translation method,which stresses language theory while neglecting language practice. Its teaching is grammar-based,requiring students to recite grammar rules and to learn language by analyzing its grammar

structures.

(2) The second period. In the late 19th and early 20th centuries the teaching theory, based on the empiricism that learning process is a habit formation process and that language is primarily speech and not writing, insisted on the development of language skills and habits. Under this influence evolved the structural linguistics and behavior psychology. The direct method and afterwards, the audio-lingual method and audio- visual methods, belong to this school. They gave tit for tat towards the traditional school, putting forward the theory of "stimulus and response", and holding that language learning is a process of skill training and habit formation, but not of intellectual activities.

(3) The third period. In the 1960s-70s the cognitive psychology and then Noam Chomsky's theory of transformational generative grammar restressed intelligence and abilities. It is believed that language is a "rule-governed creativity" (Chomsky's term) and a matter of their construction through insight rather than "habit formation and skill development" through repetition. Based on these theories, the cognitive approach was created by J.B. Carrol. It stresses the language knowledge which can help master a language. It is clear that this point of view is very similar to that of the traditional school,but it does not devalue language practice and insists on meaningful drills and also requires visual aids and teaching situations - this is to carry forward the advantage of the structural school.

From the above three periods we can find two laws

of development of teaching methodology as follows:

1) The debate in the teaching theory was focused on the relationship between knowledge and ability, and underwent a zigzag course - first stressed, then unstressed and finally restressed the knowledge. The research for teaching methodology was focused on the relationship between knowledge and practice and also went through a similar course - first stressed, then unstressed and finally restressed the knowledge. Thus, "language-teaching methods have followed the pendulum of fashion from one extreme to the other"(Mackey, 1965:138). Their similar faults were to set two sides of a contradiction against each other and to overemphasize one side and to negate the other as a result of going to extremes. This is a lesson.

2) However, both the debate and research were not carried far enough, circling back to the point they started, but renewed and improved in the previous foundations. Every school of thought,in the course of application, was unavoidably in conflict with the then teaching aims, teachers and students, teaching materials and conditions,so had to be revised more or less to become better and more suitable. It should be pointed out that the above development is normal because it conforms to the universal law that everything advances through the course of negation and develops in spirals.

In the above situations,the answer to what method should be used now is:we have no theoretical ground and it is harmful in practice to take over the

communicative approach completely while discarding the grammatically-oriented method altogether and neglecting advantages of other methods as well as Chinese excellent teaching traditions. We should go our own way: to make foreign methods serve China and the past methods serve the present; but critically assimilate them and combine all their advantages eclectically and originally(洋为中用,古为今用，批判继承，综合创新). To be specific, by integrating dialectically all advantages of any existing methods and according to China's present TESOL conditions, we should choose one or two methods as a core while mixing it with many others to take in everything valuable so as to create an eclectic method which is appropriate for China and with Chinese characteristics.

Chapter Three

The Communicative-cognition Method: A Framework and Principles

Considering the points mentioned above,our TESOL method with Chinese characteristics should be: to use the theory of communicative language teaching as a core while collecting other advantages of any existing methods and also excellent Chinese teaching traditions. All these advantages are dialectically and organically combined together in perfect harmony and developed into an eclectic method with a teaching aim at the linguistic and communicative competences. Stressing communicative use of language as well as conscious cognition of language usages,it may be tentatively called the "communicative-cognition method" or communicative-cognition teaching (CCT). Specifically, it must embody at least the following teaching principles:

Principle One: Develop Both Linguistic Competence and Communative Competence

This principle provides a tentative framework for the communicative-cognition method about the roles of the teacher, students, teaching methods and materials. The latter principles will go on explaining some relevant aspects about the method.

Linguistic and communicative competences are both needed for effective communication which are desired

goals of our method.The true mastery of a language involves the two competence. Linguistic competence generally refers to the mastery of basic language knowledge about phonetics, vocabulary and grammar. Communicative utterances must be correct in these three aspects to be superficially well-formed and acceptable.Also the Syllabus states that teaching aims include "basic English knowledge" to comprehend and compose phonologically, semantically and grammatically correct sentences and the National College Entrance English Exam tests on it. These determine the importance of language knowledge teaching in China.

The communicative competence generally refers to the ability to use the well-formed sentences to express communicative functions effectively and appropriately. It is the ultimate aim of language teaching,which the Syllabus has already stipulated. As a matter of fact, language is a communicative tool, learning of which without any communicative functions will certainly lead to the divorce of learning and application. Knowledge learning does not guarantee its development because linguistic competence is a part of communicative competence. Second, learning language forms is not enough; language functions also needs to be learned. If students still fail to know the functions, they may cause communicative breakdown. Third, social rules which the communicative competence depends on must also be studied. They are no less important than grammar rules. If used inappropriately in

communication, a grammatically correct sentence may cause misunderstanding; however, "even where there is grammatical inaccuracy, communication can still take place successfully" (Wilkins, 1974:14). These make it important to develop the communicative competence.

Linguistic competence is focused on the acquisition of linguistic forms while communicative competence is aimed at appropriate use of these forms in social communication, thus, their relationship is that of means and end. Linguistic competence is prerequisite for communicative competence, without which there is no communicative competence to speak of. But such an ability has little value on its own. It has to be supplemented by knowledge of using sentences appropriately in communication to perform a variety of functions. On the other hand, the communicative competence does not result from the linguistic competence automatically. In the process of teaching, therefore the teacher should not only impart necessary language knowledge but also provide as much practice as possible for students to acquire the ability to use the language for communication. Just as the College English Syllabus of China requires, "importance should be attached both to language training at sentence level and to the gradual improvement of students' communicative competence at discourse level" (1991:9).

It is not true that once the linguistic competence is acquired,the communicative competence

will follow as a more or less automatic consequence. On the contrary,"overemphasis on drills and exercises for the production and reception of sentence tends to inhibit the development of communicative abilities" (Widdowson,1978:67). This means that the emphasis should be laid on the development of communicative competence because "the target linguistic system will be learned best through the process of struggling to communicate" (Finocchiaro and Brumfit,1983:92) . As Allright pointed out: "teaching comprehensively for linguistic competence will necessarily leave a large area of communicative competence untouched, whereas teaching equally comprehensively for communicative competence will necessarily cater for all but a small part of linguistic competence"(1979:168).

For Chinese middle school students,the linguistic competence at the end of the six- year course requires : 1) a basic English pronunciation and intonation; 2) a basic English vocabulary of 2000-2500 words and a certain quantity of phrases and idioms; 3) a good grasp of the basics of English grammar; and 4) a fairly high degree of skill in listening, speaking, writing , and reading independently with the help of dictionaries. On the other hand, the communicative competence consists of a reasonable degree of the following: 1) a knowledge of the basic principles of appropriacy and an ability to apply such principles in real communication, 2)a knowledge of rules of speaking (eg. knowing how to begin and end conversations,

knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; and 3) a knowledge of the basic strategies for using and responding to different types of speech acts, such as requests, apologizes, thanks and invitations. To develop both the competences we provide the roles of teachers, students, teaching methods and materials in the communicative-cognition teaching (CCT):

The Four Ms' Roles in CCT

Teaching is a four-way relationship between Men (teachers), Materials/Methods the teachers use, and Masters (students).Any successful classroom teaching involves the four cardinal factors as follows: the teacher's role to improve students' learning by creatively using teaching methods and materials and the students' enthusiastic participation in the learning. This is a basic principle of all language teaching including the CCT. Since CCT's goal is to have students become linguistically and communicatively competent, it insists on the teacher's role as a facilitator, the students' role as active communicators, and the teaching methods and materials' role as a promoter.

1. Teacher's Role as a Facilitator.

CCT regards the teacher's role as a facilitator

of students' learning to communicate. This is different from the traditional role of a teacher as an authority or master. As such the teacher has many new roles to fulfil.

(1). Manager. The teacher is a manager and organizer of classroom activities. In this role, "one of the major responsibilities is to establish situation likely to promote communication"(Larshen Freeman, 1986:131),trying "to organize the classroom as a setting for communication and communicative activities"(Richards and Rodgers, 1986:78). Language is not spoken in a vacuum and communication takes place in a real situation, so classroom communicative activities should not be performed abstractly but realistically in an appropriate situation. Any classroom exchanges, in which students do not have to think about the situation in which the language is used, belong to mechanical exercises. The teacher should set up situation by using words, visual aids,teacher's facial expressions, gestures, actions, etc. in classes where students exchange messages, solve problems to bridge the information gap, thus language is learned as it actually used in real life situation. Take a Littlewood's role play for example, after teaching the new items like " Shall we...? I feel like going.... What about going...?" the teacher sets up the following situation: "Your friend makes a lot of suggestions, but you feel too tired to do anything", then asks students in pairs to make a dialogue such as this:

S1: Shall we go to the cinema?
S2: Oh no, I don't feel like going to the cinema.
S1: Shall we go swimming?
(or What about a swim, then?)
S2: On no, I don't feel like going to swim.
(or have a swim)

(Littlewood, 1981:10)

"At the conclusion of the activities, the teacher leads in the debriefing of the activity, pointing out alternatives , extensions and assisting groups in self-correction discussion"(Richards and Rodgers, 1986:79), thus students learn to use the phrases in a particular situation.

(2). Adviser. During learning activities, some students may have learning difficulties and need help, others may have problems and confusions to be settled, so the teacher is "expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and learner interpretation, through the use of paraphrase, confirmation and feedback"(Richards and Rodgers,1986: 78). He or she may walk around the classroom to a particular group, pair or individual to solve problems. Still other students may be not communicating effectively and making errors during conversation, so the teacher should also act as a monitor, taking note of their mistakes, but usually will not intervene to correct a mistake when they are expressing themselves creatively so as not to

interrupt students' train of thoughts or make them unfluent. Usually the teacher correct mistakes in other ways. For example, after the activities, he points out the severe mistakes without referring to student names for their self-correction discussion. CCT insists more on fluency and comprehensibility of language rather on grammar accuracy. This is also an opposite view on student errors from the traditional one which stresses mainly accuracy, and in which, if students make errors or don't know an answer, the teacher usually supplies them with the correct one.

(3). Co-communicator. At other times, the teacher might be a "co-communicator", acting as an independent participant with the students, thus ensuring the two-way communication in class. When communicating in real life, people do not say to themselves, nor monologize as in a drama play, but always exchange information with others. So CCT emphasizes the teacher's communication with students in the following ways:

teacher - individual student
teacher - group
teacher - whole class

However, in these roles, the teacher is not a communicator for main purposes in order not to occupy students' communicating time. He or she is only to demonstrate how to do activities, to help weaker students or to substitute an absent student because another important form of activities is preferable: student-student interaction as in the above Littlewood's example. It has some advantages

over the previous three forms of activities, eg. every student is kept communicating, listening and speaking;and the teacher has time to go around the class acting as an adviser, monitor, and co-communicator. This is also a different feature from the traditional class where most of the interaction is from the teacher to the students and there is little student initiation and little student-student interaction.

(4). Motivator. Besides the above three, there are other roles such as "motivator" and "evaluator". To ensure students to become active communicators, the teacher should motivate them because only strongly motivated students are active in learning; otherwise English learning is a failure. Students will be more motivated if they , for example, have interest and needs of study. As a general rule, Chinese students in junior grade one have a strong interest in English, but along with language becoming difficult or improper teaching methods being used, they sharply lose interest in junior grade two, thus causing polarization - half students fall behind the others and terminate their English learning there. To prevent these extremes, the teacher should try to make activities so interesting that students look forward to them and feel regretful when they are over.

(5). Evaluator. To examine how good students' performance in class is,and how much degree of their linguistic and communicative competences they have gained, the teacher should also act as an evaluator so as to improve his/her teaching if the evaluation

does not reach the desired goal. The teacher can informally evaluate students' performance on the role as an advisor, monitor or co-communicator. For example, during the above Littlewood's dialogue, the teacher may examine the students' fluency of speaking as well as the accuracy of grammar. If finding students have not mastered some language items such as "I don't feel like doing...." he or she may drill it if necessary.

For some formal evaluation, the teacher is likely to use communicative test. This is an integrative test which contains "rules of speaking" as well as "rules of grammar". For example:

> You were applying to a university and needed a letter of recommendation. You went to a professor who was also your friend, and said:
> A: I'd appreciate it if you could write a letter of recommendation for me.
> (Correct answer, 2 points)
> B:I want to ask you to write a letter of recommendation for me. (Grammar accuracy but inappropriateness, 1 point)
> C: I wonder if you would write a letter recommendating me. (Some appropriateness but incorrect grammar, 1 point)
> D: Hey, give me recommendation letter. (incorrect grammar and inappropriateness, no point)

2. Students' Role as a Communicator.

According to Larshen-Freeman, "students, above all, communicator. They are actively engaged in negotiating meaning - in trying to make themselves understood - even when their knowledge of the target knowledge is incomplete. They learn to communicate by communicating"(1986:131). Therefore the teacher should device a variety of activities for students to perform in order to develop communicative competence. The teacher must introduce the information gap - the essence of communication. In real life, we usually talk in order to tell people things they do not already know, or to find out things from other people; we have a reason to communicate, a "communicative need". In classroom activities, the teacher can create a similar need to communicate by introducing an information gap, - some students had information that others do not have, so there is a reason to talk and ask questions.

Larshen-Freeman also points out, "Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible manager of their own learning"(1986:131). This means that if students want to study more independently they must cultivate correct "attitudes to learning" and "approaches to learning" (Richards, 1990:13). In simple words, students must know not only why to learn but also how to learn. Therefore the teacher should begin from the very beginning with the "learning-aim education" to clear about the true learning purposes. In a Chinese context, this involves linking up students' studies with the

realization of the four modernizations, helping students see present of future needs that English can satisfy, and helping them realize that English is a golden key to the store house of knowledge in the world. On the other hand, the teacher should help students to acquire scientific , effective method of study so that students may gradually learn to work and achieve success on their own.

3. Role of Teaching Materials.

Richards and Rodgers said, "practioners of CLT view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. "(1986: 79) . The practioners also advocate the use of authentic language materials to (1) overcome the typical problem that students are unable to transfer what they learn in traditional classes to the real situation outside the class and (2) to expose students to natural language in a variety of situations.

The authentic materials are pieces of language , either spoken or written, which were originally messages produced for communication in a non-teaching situation . They are genuine pieces of communication designed for native speakers, so not structurally graded. Nor are they organized in order to demonstrate a language teaching point. On the contrary, they are linguistically rich and give

students opportunities to extend their experience of English. Moreover, they are potentially more interesting than texts which have been specially contrived for language teaching purposes.

Because the authentic materails are designed for native speakers,they are may be too difficult to be materials to many ESOL students with lower proficiency. Larshen-Freeman have two solutions to this problem. One is to use simpler authentic material (eg. the use of a weather forecast when working on predictions), or at least materials that are realistic. The other is to use realia that do not contain a lot of language, but about which a lot of discussion would be generated. Menus and timetables are two examples.

4. The Teaching Procedures

As regards to the teaching procedures used in a lesson based on CLT principles, there are controversies. Some CLT practioners believe that the teacher should provide communicative practice from the start of the instruction, which is a reversal of the traditional procedures,as the following diagram illustrates:

Traditional

I		II		III
Present	+	Drill	+	Practice in context

Communicative:

Communicate as far as possible with all available resources	+	Present language items shown to be necessary to achieve effective communication	+	Drill if necessary

(Brumfit, 1980:121)

However, others suspect that ESOL students in non-English-speaking environment are able to use new language for communication effectively before they have gained enough individual skills of pronunciation, vocabulary and grammar. How can students use "How about going to see the ship?" to make a suggestion if they may have confused "ship" with "sheep" in sounds and are unable to pronounce other words correctly? They argue that even if they can, then the communication may be not very effective. So they conclude that it is not advisable to provide communicative practice before students have mastered the new language in the skills of sounds, vocabulary and grammar. For example, Finocchiaro and Brumfit suggested that CLT procedures are evolutionary rather than revolutionary(1983: 107-8). This means the teaching procedures retain some stages of the traditional method such as the "presentation" as the first stage for teaching the function "making a suggestion"(Ibid). The teacher needs "to offer both controlled and guided activities leading to fluency,

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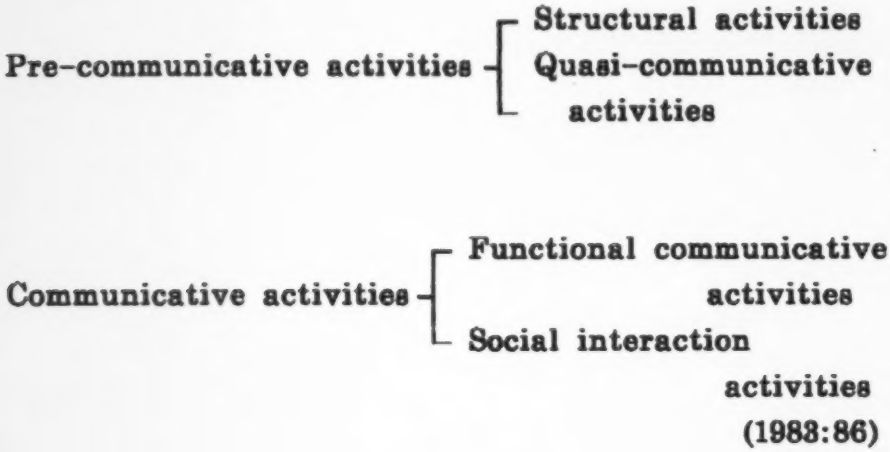
accuracy, and habit formation(eg. the ability to move lips and tongue quickly in forming a sound..." (Ibid,100). In addition, according to Littlewood, students need structural practice before going into communicative activities as his teaching model illustrates:



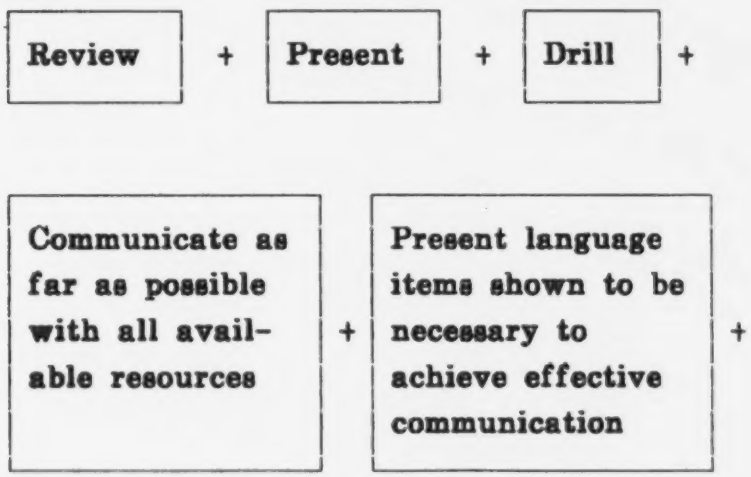
(1988:86)

As we can see from the diagram, the communicative strategies consist of two stages of activities :precommunicative stage and communicative stage. The precommunicative stage is further divided into two periods: structural period and quasi- communicative period. During the structural period, the first period in the first stage, the teacher provides activities that will help students "to produce a certain language form in acceptable activities"(Ibid, 86). During the quasi-communicative period, the teacher "isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice

them separately"(Ibid, 85).By the time the students finish the first stage of activities, they have developed "partial skills of communication"(Ibid) . Now they are ready for the second stage of activities.

In China we use the "five stage" method to teach for communication, which is required by the national unified Syllbus. The stages are "review, presentation, drill, practice, and consolidation" which wins the teacher and students' popularity.

Considering the points mentioned above, it may be practical to consider how the strengths of both the traditional procedures and the communicative procedures might be combined so as to solve the problem of "language-knowledge shortage". Our suggestion is to combine the above necessary procedures into the following:



Drill if necessary	+	Consolidate

Specifically, after *reviewing* old lessons, the teacher begins the new lesson. --->He *presents* new language , either in spoken or written form by necessary explanation and/or demonstration in teaching situations to make pronunciations,forms and meanings as clear as possible. --->Then by asking questions or by using teaching aids or gestures, etc. he *drills* the items, using mechanical, meaningful and communicative drills with stress on making correct forms,to help students consolidate previous learning and form language habits and skills. ---> Next he organizes students to *practice* communicative activities to use the new items for communication. --->He also *presents* language items shown to be necessary to achieve effective communication ---> Finally,if necessary *drill* the items students have not mastered and goes on for *consolidation* of above achievements and for development of writing skills, i.e. students use what has been learned to practice written activities. It is clear that the presentation is for students to understand new language items;the drill is to master items to develop the linguistic competence;the practice is to develop the ability to use items for communication; and the consolidation is to form the two competences.

As to the stage timings, more time should be spent on practice than on any other stage. The rough proportion of parts of the 45-minute lesson is suggested below: for revision use 5 minutes; presentation 10; drill 10; practice 15;and drill if necessary and consolidation 5. Of course this timing can be changed flexibly according to the actual conditions.

Let's take "be going to" for example. After reviewing the meaning and usage of "shall" and "will", the teacher presents the new phrase "be going to" for comparison and explains its pronunciation, form and meaning. He also can compare its "notion of futurity" to the learned "notion of movement" such as:

(a) Is he going to help you? (=will)

(b) Is he going to town? (=move)

Then the teacher drills the phrase in the form of (1) mechanical drill such as the substitution drill or transformation drill; (2) meaningful drill, eg.

T: I'm hot.

S: I'm going to turn on the electric fan.

T: I'm cold.

S: I'm going to open the window.

T: I'm thirsty.

S: I'm going to get you something to eat.

and (3) communicative drill. For example, the teacher asks: "What time are you going to get up tomorrow? " "What are you going to have for breakfast? " "What are you going to do after breakfast?" and students answer them according to their actual plans.

Next, the teacher provides a situation for

students in pairs to play roles: "Your friends makes a lot of suggestions, but you feel too tired to do anything. First make a rejection and then suggest some other day to do it," and asks students to make a dialogue in pairs.

Finally the teacher drills the items students have failed to master and assigns written work for consolidation.

5. Concise explanation and ample practice

During these teaching procedures, there is one thing the teacher should bear in mind: concise explanation and ample practice.

Language is best learned through practice. Learning a language has much in common with learning such a skill as swimming, which can be formed after great numbers of practical activities. So Otto Jesperson required the teacher to "plunge the pupil right down into the sea of language and enable him to swim by himself" who needs not "learning too many special rules or the aid of elaborate explanation. "

Much talk by the teacher, a popular practice in Chinese classes,is no way to teach a language. It causes little practice by students. It substitutes teaching for learning. It prevents students from learning. Without learning and practice,students are apt to make errors and so often blamed for "not paying attention" and "not learning carefully". In fact it is the teacher who is to blame. Of course, when training students to listen and understand, the

teacher has to speak more, but try and strike a balance. Therefore, the teacher should make explanation as concise as possible and strictly limit teacher's talking time(TTT), so as to leave more of the each period for students' talking time (STT). The most successful class is one where students, not the teacher, do most of the classroom work. A class where the teacher alone is too active while students are too passive is a failure. As a general rule, class explanation should on the average take no more than one-third of the total time of each period and practice take two-third or more.Our slogan is "silent teacher,talking students."

The CCT goal is to acquire the linguistic and communicative competences. We should not overlook teaching the language knowledge and skills before communicative practice. For this, it is necessary to combine more kinds of procedures, thus being more "evolutionary". The combination of tradition with innovation is a way to create something original in TESOL.

Principle Two: Perform Communicative Activities
and Introduce the Information Gap

This principle explains the importance of communicative activities and the types and forms of performance as well as the ways to bridge the information gap. To develop communicative competence, the communicative approach introduces communicative activities into classrooms. According to teaching contents the teacher sets up communicative situations and motivates students to participate in such activities as role plays,simulations and social interactions in a near-natural linguistic and social environment to learn to use English for communication.

Communicative activities make contributions to language teaching. They allow natural learning. By setting up situations , the teacher makes students learn just as native speakers acquire their mother tongue. Second,they are relaxing activities. If mechanical drills are taken too long, then interesting communicative activities can overcome students' tiredness and boredom. Third, they can be used to train all the four skills, not only listening and speaking but also reading and writing, thus ensuring an all-round development of the four skills. Fourth, they can help shy students to open mouths to speak English when they are doing interesting activities. Fifth, they can change the traditional way of teaching to the way of appropriate use of language. Finally, they are a

model of eclecticism, adopting teaching principles of many methods, thus being more scientific and reasonable. Take a role play for example:

> Student A
> You like dancing and going to discos.Suggest to your partner that you go out this evening .
> Try to persuade him/her to go where you prefer.

> Student B
> You don't like dancing and going to discos.You prefer going to the cinema or to a concert.Try to persuade your partner to go where you prefer.

(White,1982:21)

There are five teaching principles implicit in this activity: 1) information gap from the communicative approach because students are not allowed to peep at the partners' cues; 2) situation from the situational approach. The dialogue is supposed to happen on the telephone exchange or at any one of the partner's home; 3) student- centered orientation from the cognitive approach because activities are performed chiefly by students; 4) using the target language, and no native language being allowed from the direct method,and 5) pattern drill from the structural method on the structures

such as "How about going to...? " or "Would you like going with me?" etc.

Types of Communicative Activities and Forms of Performance

According to Paulston(1976,60-79) , there are four basic types of communicative activities. The first type is "social formulas and dialogues" designed to teach appropriate use of language. For example, the teacher sums up formal phrases for "excuses and apologies", such as "Excuse me for being late. --- That's quite alright", and also informal ones such as "Sorry,I'm late.--- It's O.K." Then students use them to play roles in both formal and informal situations.

The second is "community- oriented tasks". For example, the teacher gives students questions about how to deposit money in a bank. Then students find answers in real situations outside the classroom. Later they report findings to the class. An alternative to oral report is to have them act their answers in a role play. One student acts as a bank employee and the other as a customer who wants to deposit his/her money.

The third is "problem- solving activities". Students are given problems and puzzles to solve through discussion such as an old Chinese puzzle about how a man together with his wolf and vegetables gets across the river in a small boat.

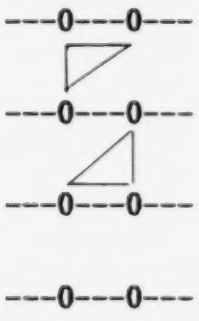
The fourth is "role play". Each of the pairs is

given a role card and asked to improvise and create using language according to the cues. For an example see the above White's role play.

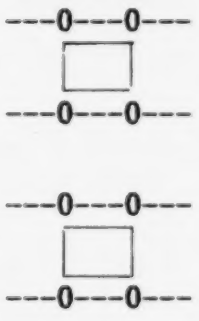
There are five different configurations to perform communicative activities: pairs, triads, foursomes,small groups and whole class. All can ensure students to participate in activities in some degree; but as the class size in Chinese classrooms is rather big usually with more than 50 students and as every pair of students sit by a desk facing the teacher, the pair work is preferable to the other forms because: 1) students need not change their seats and move together; 2) every student is kept working, talking and listening; and even the weakest are not afraid to speak because only his partner is listening to him.

During the triad and foursome activities, the teacher may arrange the students in such a way that they do not move their chairs but with only one or two students turning their backs in order to maintain the discipline in class like this (---0---0--- means two students sitting by a desk):

Triads



Foursomes



The small group activity with more than five students is hard to control in arrangement and may cause disorder if 5 groups of 10 students are leaving their seats and moving together. Besides, a student in the big group may not have a chance to speak in a short-time activity. However, such an activity has some other values. For example, , as a demonstration it may show the meaning of an utterance or the way to perform activities.

The whole class activity is the interaction between the teacher and the students. Although useful in some ways, it does not usually attract the attention of all the students. Many students do not for one reason or another (eg. uninteresting, tiredness) listen attentively to their classmate, especially when his or her English is poor, thus losing opportunities to practice listening and speaking.

The teacher has many roles to fulfil for the activity performance. In short, he is the initiator and manager of the activities but he does not always interact with students. Sometimes he is an advisor, walking around the classroom and answering students' questions and monitoring their performance. At other times, he might be a "co-communicator", engaging in the activities along with the students. But more often he has to establish situations that prompt communication between and among students.

Information gap: How to Introduce in CCT

To perform true communicative activities in class, the teacher needs a painstaking and thoughtful preparation beforehand because not every classroom exchange is communicative. One of the important considerations is the information gap that the activities should contain.

Information gap is the essence of communication. Communication occurs when the receiver does not already know the information in the sender's message. In classroom terms, an information gap exercise means that one student or the teacher must be in a position to tell another something that the second student does not know. However, in traditional classroom teaching, activities always lack the information gap.Many teachers often ask students: "Are you a student?" or ask a student holding a pen in his hand: "Do you have a pen?" From the point of communicative language teaching, this kind of dialogues lack information gap because they are exchanging information already known to both sides.

There are many reasons that this kind of exchange is not communicative. First, the dialogue is alien to real communicative needs of students since it is rarely heard in real-life situation except in such places as hospitals and courtrooms. Second,there is no function-teaching involved since the non- gap dialogue teaches only forms and meanings. Third, it trains no improvisational and creative use of language. Since it has one and already- known answer,students lack opportunities to create and

improvise language. Fourth, appropriate use has not been taught since it teaches no social rules. So they are "mechanical and artificial"(Richards, 1985: 140) and are not real communication. They only demonstrate "signification" rather than "value" of language(Widdowson, 1981:11). For remedies, the following teaching techniques are suggested for classroom use:

1). Try to use gap languages

Stubbs notices that people often use the following sentences to exchange information: *If we do this, then--------;we may/might/ could-------; What do you mean? I don't understand; What I mean is-------; What you mean to say is-------.* etc.(1976). In order to reduce or even prevent non-gap dialogues and to make teaching realistic to social life, the teacher should often use these sentences and the similar expressions such as "What do you mean? I can't understand your meaning, please explain. Please sum up what you said. Do you agree? Why or why not?" Thus students think and use language creatively and improvisationally. The teacher should also teach students to use them among students themselves.

2). Vary techniques for asking questions

Questions are a way of introducing the information gap. Try to avoid asking foolish questions mentioned above. Also change the asking way. Seeing a student's hair has just been cut, the teacher should not ask: "Have you had your hair cut? " but ask: "When or where have you had your hair cut? " thus

introducing the information gap.

3). Transform to communicative drills

If the teacher does need non-gap drills to demonstrate meanings or practice structures, he should transform them to communicative drills to ensure what Rivers calls "the great leap forward" to communication. There are three such drills suggested: (1) imaginable drills. Students learn to gain information in an imaginable situation such as in a street to practice "Where is...?" "It is.... " (2) guessing games. Students gain information by guessing. e.g. by using "Have you...? " to guess what the partner's picture is about? (3) true questions. For example, after drilling mechanically "My father is a doctor", the teacher asks students individually to answer "What's your father? " with the name of their father's real profession.

4). Transform further to communicative activities

According to Littlewood, communicative drills are not communicative activities, but belong to "pre-communicative activities" which train "part-skills" in order to lay a foundation to do communicative activities for training of "total skill"(1983) . Therefore, pre-communicative activities should be transformed to communicative activities to develop communicative competence. For his teaching procedures see page 43.

Littlewood's communicative activities have two types. One is "functional communicative activity", to complete a task such as comparing sets of pictures and noting similarities and differences and

solving problems from shared cues. The successful criterion is functional effectiveness. The other is "social interaction activity" which has a social context. It includes conversation and discussion sessions, dialogues and role plays, simulations and improvisations. The successful criterion is appropriate use of language as well as effective expression of functions.

Principle Three: Develop the Awareness in Cross-cultural Communication

This principle deals with the relationship that obtains between language and culture and to propose approaches to ensure the culture teaching in China. Culture is the total set of beliefs, attitudes, customs, behaviors, social habits, etc. of the members of a particular society , to which language is inextricably tied to. Chinese students learning English can not hope to obtain communicative competence in the target language without a good knowledge of the culture related to the language. ESOL teaching involves two languages and naturally two cultures.

1. Cultural mistakes

Since a language is part of the culture which governs the appropriate use of language, we should speak according to the culture; otherwise we will make "cultural mistakes"(Hu,1989: 158). Hu refers them to inappropriate use of language and unacceptable social behaviors in cross- culture communication. His investigation has shown that Chinese students may produce perfectly correct sentences and behave gracefully by Chinese cultural norms, yet their language behavior may appear awkward or peculiar to an English native speaker. There are four types of cultural mistakes made by Chinese students when communicating with foreign

teachers in China: (1) inappropriate use of language from the point of sociolinguistics, as in the case where "Have you eaten?" is used as a greeting; (2) unacceptability in customs, such as Chinese overmodesty in response to proper praises; (3) contradiction between the English and Chinese value senses like interfering in foreign teachers' privacy; and (4) simple and general view of foreign countries like the belief that all Americans are rich. It is clear that these mistakes are made by unawareness of the target culture.

Cultural mistakes can lead to more serious results than linguistic mistakes do during communication. When we say a sentence without conforming to a grammar rule such as losing a"-s" to a plural noun, we still can be understood and forgiven by foreigners. But a sentence that interferes in people's privacy may lead to misunderstanding, or even worse, a communicative breakdown. From the point of cross- cultural communication, it is more important to prevent cultural mistakes than linguistic mistakes. As Wolfson notes, "In interacting with foreigners, native speakers tend to be rather tolerant of errors in pronunciation or syntax . In contrast, violations of rules of speaking are often interpreted as bad manners since the native speakers are unlikely to be aware of sociolinguistic relativity"(1983:62).

2. Cultural competence for reading and translation

The cultural knowledge can facilitate reading comprehension and make translation more accurate. Reading does not only depend on grammar and vocabulary but also on the competence to find the cultural information in readings. If we don't know the meteorological phenomena in England,we are hard to understand why Shakespeare compared his friend to "summer's day" in the famous verse "Shall I compare thee to a summer's day? " Therefore, we need cultural knowledge to avoid misunderstanding in reading. When translating, the cultural competence is also needed to make translations accurate . Lacking the relevant astronomical knowledge, a Chinese scholar once translated the "Milky Way" into "牛奶路"(=a road covered with milk), thus leaving a standing joke in the circle of translation.

Also, learning the cultural knowledge is a good way for the ideological education. The Syllabus requires that the teacher carry out ideological education through the whole teaching process so that students can get ideological benefits. Knowing the target culture, students can have a better understanding of foreign countries and learn to "discard the dross and select the essence". By comparison of the two cultures, they can also find better traditions of our country and promote the cream of our national culture, thus getting ideological benefits.

3. Measures to culture teaching

Causes of cultural mistakes vary. The major causes are unquestionably inadequate knowledge of and insufficient exposure to the target culture as well as lack of comparative studies of the two cultures. All these come down to the failure to give sufficient attention to culturally-oriented courses in English teaching. To change the situation and increase cultural awareness, we need to take measures in the following aspects:

3.1. Syllabus design and examination

A syllabus is a description of the aims and contents, etc. of a course of instruction. Cultural awareness must be made one of the goals in language teaching. Special studies should be made to show the negative effects of lacking cultural awareness in cross-cultural communication so as to enable teachers as well as those who hold responsible positions in educational establishments to see the importance of cultural factors in interpersonal contact. TESOL Syllabus should also provide and explain the ways and procedures in which the target culture is to be taught. Many foreign syllabi have recently given such detailed requirements. In USA in 1988, the ACTEL Provisional Proficiency Guideline was added by the aim of cultural competence as an important component of the communicative competence.

Since China's College English Entrance Exam has a great influence on teaching contents, it is better to contain a proper amount of culture testing

contents such as different ways of greeting Chinese and American people; and the formal or informal ways to ask a stranger or a close friend for a favor,etc. thus calling for teachers' attention to culture teaching. For example, the examiners can test students' cultural competence such as how to ask a stranger or a friend for a favor.

3.2. Teaching-material compilation

Textbook writing should be approached from a cultural perspective. Traditional text materials were arranged for the convenience of grammar presentation. Therefore, most of the textbooks available are grammar-based, giving little or no attention to cultural content. For example, our prior textbooks have been almost characteristic of "Chinese culture plus English language" such as asking foreign teachers about their names, ages, political likes or dislikes. The teaching materials compiled during the Cultural Revolution contained such an ideological content of language practice: "Long live Chairman Mao! Workers of all countries, unite!" Such materials do not teach anything about the target culture.

To support teaching culture,"cultural information should be integrated into language materials"(Jarvis, 1977:161). Let's compare two dialogues.

Jack: Hello, Pete. Where are you going ? The movies/cinema?

Pete: No. I am hungry. I haven't had lunch yet.
Jack: Neither have I.
Pete: Come on then! Let's go and get something to eat.
Jack: Fine! Where do you want to go?
Pete: Look! There' Helen. I don't want to see her.
Pete: Neither do I. Let's hurry.

This is well-composed dialogue from a linguistic point of view. The patterns are useful, the utterances are short and easy to say and memorize and can be reproduced in new situations. However, from the viewpoint of culture acquisition, it lacks something, for the students can hardly obtain any cultural information from it. If its contents were altered, doses of culture could be injected into it.

(In Britain)
Helen: Hello, Jean. Where are you going?
Jean: I'm going to get a magazine and some chocolate.
Helen: Let's go to that news-agent on the corner. I want some cigarettes.
Jean: I want to go to the one down the road. I've got to send off his parcel and there's a post office in that one.

This dialogue tells that in Britain a news-agent's shop not only sells sweets and tobacco, but sometimes contains a branch post office as well. Through practice students learn the language and at

the same time acquire cultural information.

In addition, textbooks must reflect the changes of modern language and culture, thus enlivening TESOL and keeping it up with modern development of our society. Opening the currently- used textbook *Senior Book Two* we are impressed with the medieval social environment. Of 18 texts, 14 are the literature works written before 19th century. Only one text entitled "At Home in the Future" describes the modern social life.

Finally, textbooks must contain as many expressions used widely in social situations as possible. Our prior textbooks often contain only one sentence: "Would you mind shutting the window? " or "Would you mind opening the window?" Actually, there are many other ways of expressions. Wilkins (1983:51) gave eight expressions to the first; and Finocchiaro and Brumfit gave seven to the latter(1983:16). The expressions should also be accompanied by knowledge of how the different expressions are used in different social situations so that students know to take one of them according to their judgement of its appropriateness. For example, if we want to teach students how to get a match from other people in order to light a cigarette, we might explain how every expression is used in a specific situation as in the Ervin-Tripp's example (1976:29):

(1). Make a statement about his or her need:
"I need a match."
(2). Use an imperative:

"Give me a match."

(3). Use an embedded imperative:

"Could you have a match?"

(4). Use a permission directive:

"May I have a match?"

(5). Use a question directive:

"Do you have a match?"

(6). Give a hint:

"The matches are all gone, I see."

(qtd.in Richards,1990)

3.3 Teacher's responsibilities

The teacher plays a decisive role in culture teaching. As an interpretor and transmitter of two different cultures, he must ensure that students (1) know the close relationship between language and culture; (2) gain the cross-culture awareness; (3) overcome the "barriers to culture perception such as the ethnocentrism, and prejudice and prejudgment" (Trifonovitch, 1980:550-553). To be specific, the teacher can try the following ways .

(1) Cultural comparison.Since differences between Western and Asian cultures are maximal and different cultural features produce different linguistic features, it is necessary to find many different cultural features through comparison and contrast between Chinese and English languages which fall approximately into three types: (a) Cultural commonality. Both languages have something most in common but little different. e.g. Chinese 干部 and

English "cadre"; (b) Cultural variation. Both have something with the same referential meaning but with quite different associations. Chinese 狗(dog) can refer to an evil but English dog a friend; and (c) Cultural gap. One culture has something that the other lacks. Chinese culture has no legends and words such as Zeus, Apolo and Jupiter.

(2) Culture aside. The teacher must consciously reflect cultural perspectives in the course of teaching. He should explain not only grammatical usage but also referential meanings and social meanings.These include the following four aspects: (a) appropriateness of language to the social situation; (b) gestures, distances maintained, inarticulated sounds, (c) values, mores, taboos, rituals, habits, art forms, and (d) social institutions (Finocchiaro and Brumfit: 1988:30). In teaching a dialogue, for example, try to tell something about the situation in which the dialogue occurs, the sentence functional meanings, the ways to speak appropriately in the situation, etc. but not always the 3 teaching steps: vocabulary explanation, then structure analysis and finally translation.

(3) Culture topics. The teacher should try to create situational activities and through role-playing explain and demonstrate the differences in a society. For example, ask students to discuss cultural differences within China. China is a big country which has over 50 peoples with culture features different from each other. Even the Han

nationality has differences in different places in China. This kind of discussion can make students understand that the cultural differences is a natural social phenomenon.

(4) Visual aids. Students should have easier access to visual aids such as films,video tapes and radios. It is generally agreed that what helps in culture acquisition is first and foremost personal; contact with native speakers , followed by access to films and videotapes. Organize students to watch CCTV's English teaching programs, video recording such as *Going through U. S. A.* and programs for teaching the textbooks - *Junior English for China*; and listen to VOA's English teaching programs, like *English 900*. On watching and listening, the teacher asks students to pay attention to everyday conversation such as telephone language and dialogue in the street. These will "forcefully make the students sense that they are entering another culture, not merely taking up strange noises for familiar things"(Lado,1979:152).

(5) Culture Readers. Culture acquisition can not be achieved merely through classroom teaching, therefore, apart from classroom readings, give students extracurricular reading materials such as novels, drama and plays like *Britain Today, Living in the USA,* etc. through which they can also learn some cultural features. Lado pointed out: "since literature is expressed through language, one cannot understand it unless he understands the meanings of the culture expressed by the words of the language

and unless the values and cultural experience against which the literature is written are also understood"(1979:151). Consider the following:

> "When her father took the phone she went over to the window, forgetting that there was no need to place herself out of earshot of this silent man."
> (Anderson,1982:100, qtd. in Hu,1990:142)

from these words,students learn that in western countries, people usually go away when others are making a telephone, even a daughter and her father are doing so. This is a cultural phenomenon different from Chinese.

To ensure the above responsibilities, Chinese teachers should strive to be bicultural, or at least familiar with the target cultural. If possible, they should be provided with an opportunity to be trained in the country of the target language so as to have a period of total exposure to the culture . At the same time they themselves should use every means available to enlarge their knowledge of the country and familiarized themselves with the target culture. They must bear in mind that only when language acquisition and culture acquisition are synchronized, will they be able to obtain what Hymes called "communicative competence."

Principle Four: Use English as Much as Possible; Use Chinese when Necessary

This principle deals with the contradiction between the use of target language and the native one in classroom. Historically, there are two extremes on this contradiction. Some methods such as the grammar-translation method depends on the native language. It believes that the native language is the keystone of the learning process, and classroom instruction is a matter of using the native language to acquire the foreign. Others such as the direct method excludes or avoids use of it. It advocates the direct learning, direct comprehension and direct application of the target language, and stresses heavy use of the target language as a means of instruction and communication in class. Between these two extremes is our eclecticism which insists on using both languages. As a matter of principle, English must be used not only during communicative activities but also in conducting lessons throughout the classes and Chinese can be used when necessary.

1. Much Use of English

We prefer the monolingual teaching and more object teaching for many reasons. A rich English- speaking environment is a decisive factor for successful language learning. Only in a rich linguistic environment can four skills be gained quicker and better. In China the classroom instruction is a main

way for students to be exposed to English. If the teacher does not speak English in class, that means students have no opportunity to listen and speak English. In this condition, how can they learn English? Second,the use of English for communicative activities and for classroom management exchanges will make students realize that the English is a vehicle for communication, not just as object to be studied. Third, the measure of students' mastery of English is their ability to think in it. Any use of Chinese encourages students to think in it and meanwhile discourages students from thinking in English. Fourth, Chinese explanation makes students spend time not in learning English directly but in learning about it, thus obstructing the development of language skills.Finally, students who habitually resort to translation to Chinese will never achieve ease and fluency in English just as E. C. Kittson pointed out, the enemy of the language to be studied is the language already in possession. The most proficient students do not translate when using English. In a word, use of English may facilitate learning of English, and use of Chinese may hinder more or less learning of English.

English may be possibly used to conduct lessons from the very beginning. At junior grade one, students have a good imitation and memory ability, so much Chinese explanation is not needed. Their introduction courses are simple and easier to learn and can be taught by using visual aids and by setting up teaching situations. Moreover, young

students' level of Chinese is not very high and habit is not very firm, so there is no great Chinese negative influence on English learning. Therefore, it is possible to use English at this stage, which long teaching experience has proved. Every teacher of junior grade one should recognize this truth and consciously and positively use English from the very beginning in order to early develop habits and skills to speak English and think in English.

Some teachers might object, "What is the use of my speaking when beginning students are unable to understand a word of English?" Quite a lot of use. They will hear English sounds and intonation constantly, thus being surrounded by an English atmosphere. Children learn their native language in such as environment as they may not understand every sentence. Only just to think how students can understand English without any or much chance to hear English being spoken! Teaching experience shows that if the teacher speaks a little more slowly and with proper repetition, try to say simple words and sentences and uses visual aids of various kinds, students will surely understand and then get used to teaching in English gradually. If necessary, some of the words and sentences can be repeated in Chinese But this kind of explanation is done only when they would be very difficult for students to understand and when they would take a great deal of time.

At the later stage, use of English still remains possible and even expands. With the improvement of students' language knowledge and abilities, the

chances of English explanation become greater, and the role of Chinese weakens gradually. Practical experience shows that a ratio of about 10% Chinese to about 90% English is possible and this would be more profitable for English teaching.

It should be pointed out that quite a number of teachers use the "fear" that students are unable to understand as an excuse for not using English in class. The real reason is their inability to do so. The best solution is for them to improve their own language proficiency and teaching techniques, and gain a higher spirit of utter devotion to teaching work. For a qualified teacher, there is no reason for not speaking English in class.

2. Limited Use of Chinese

Although the Chinese language has no particular role in English teaching, there are also some reasons to use it in class. As a means of teaching, it is loved by teachers with a limited command of English or little teacher education, and also much easier for students to follow (but with the teacher's English proficiency and teaching methods being improved, the use of Chinese should be limited and abandoned as much as possible). Second, Chinese can help to get meaning across and to prevent possible misunderstanding or confusion. Third, English explanation can sometimes be time-consuming and a great waste of time in the presentation of new teaching items; and explanation

in Chinese prevents this. Fourth, by the time students start learning English, Chinese has taken a firm hold of their mind and it is useless to prevent them from using it. In an English class in China, mental translation is going on at all times, so total exclusion of Chinese is not possible.

Finally, a hypothesis in teaching methodology claims that two types of language transfer (positive and negative) from the native to the target language may occur. Therefore, necessary use of Chinese for comparison and contrast with English to find similarities and differences also can help students learn quicker and better. With similarities being compared, habits and skills acquired via Chinese will transfer positively onto English learning. With differences being pointed out, negative transfer will be prevented or reduced. With something absent in English or Chinese being found,students will be warned against making Chinglish caused by Chinese negative influences.

However, Chinese should not be overused as is often the case in many schools. It should be used sparingly and with great care. Generally speaking, Chinese is limited to: (1) illustrate the place of articulation, (2) explain meanings of abstract words and expressions, (3) check students' level of comprehension, and 4) compare with Chinese when necessary. At the present time, Chinese teachers should increase using English to conduct lessons and also compel students to speak English. This is not only because they need to do so in terms of the

teaching theory but also because they have neglected to do so in their practical work.

3. Translation as a means of teaching

Translation is the popular practice in the traditional Chinese classes. Translation as a skill is of great value to students who need it and there is of course a real place for translation in learning, but its place is near the end of the whole course, not at the very beginning. The process of translation is more complex and different from speaking,listening ,reading or writing, too complex and different for young students to acquire. Also good translation cannot be achieved without mastery of English. Therefore, the teacher should teach English first, then teach translation as a separate skill, if that is considered desirable.

Translation should not be a substitute for language practice because: (1) it takes time away from practice of other skills which students are more likely to need if they want to speak and write fluent English; (2) few words if any are fully equivalent in Chinese and English; (3) students, thinking that words are equivalent, erroneously assume that their translation can be extended to the same situations as the original and as a result make mistakes. Translation should be used as a means but used with great care. It can only be used to check students' understanding,to teach certain words or structures which are difficult to teach by other

means, or to give the meanings of dialogues for memorization.

To emphasize, although total exclusion of Chinese is impossible and unwise, Chinese may be used in class but should not be overused. In a word, if possible, use English and if absolutely necessary, use Chinese.

Principle Five: Ensure Student-centered Orientation and Teacher's Role as a Facilitator

This principle deals with the relationship between the teacher and the students. It is one of the few teaching principles agreed on by teachers from different schools of thought after many years of controversy. Modern dialectical materialists believe that external causes become operative through internal causes. Teaching is a combined cooperation in which the teacher and students work together; however, learning outweighs teaching and students are in the center of classroom activities. Language is learned, not taught. So the teacher's own determination to motivate students is an important factor to ensure student centeredness. Only strongly motivated students are active and only strongly motivated students can learn English quickly. Successful classroom teaching, therefore, involves students' active participation most of the time in most of the meaningful practical activities as well as the teacher's role as a facilitator to motivate students' initiative.

Some teachers might think that the weaker students have poor intelligence and there is nothing to be done for them; so the students would think themselves unqualified to learning English, and feel of depression and inferiority when attending classes and pass their days impatiently or act recklessly. As a matter of fact, poor intelligence

is not the cause of weakness. No matter how poor a weaker student is, if he has the desire to learn, to improve, he will certainly make progress. From the practical situation in China, we suggest some remedies to motivate students' initiative.

First,begin English teaching with "learning aims". Some students today have no correct aims of learning English. They regard English as one of the required courses which must be learned well in order to obtain certain grades for graduation; for others it is described only as a stepping stone to get an opportunity to continue their studies in universities and colleges at home and abroad. So it is the teacher's duty to make clear about learning purposes. This involves linking up students' studies with the realization of the four modernizations in China, helping students see clearly the present and future needs that English can help satisfy, and realize that English is a golden key to the store house of knowledge in the world and so on.

Second, cultivate students' interest. "The most vital problem in any classroom is how to stimulate and retain the interest of pupils" (de Sauze, qtd.in Gautam,1988: 101). Language learning can be very boring and tiresome. Without interest, there is no desire to learn. As a general rule, Chinese secondary students in junior grade one have a strong interest in English, but along with language becoming difficult or improper teaching methods being used, they sharply lose interest in junior grade two, thus causing the polarization - half

students fall behind the others and terminate their English learning there. To prevent these two opposite extremes, try to make lessons so interesting that students look forward to them and feel regretful when they are over. This involves the teaching techniques such as: (1) use a variety of teaching techniques. No one techniques, however effective, should occupy too much time; (2) connect the teaching contents with the students' reality, with what is happening at home and abroad; (3) give students not only language knowledge, but also general knowledge about the history, geography, literature and art of English speaking countries; 4) always be in high spirits in class. A teacher who looks and speaks as if he is tired , unwell, displeased, usually has a spiritless, passive class .

Some students may have indirect interest from their sense of necessity to learn, but this recognition of necessity is motivated by "should", not by the desire for study and for interest in learning and using of language. So their interest is unable last long and is not stable. The teacher should stimulate their intrinsic motivation particularly on the "use". Now matter how much a student learns, if he can use even a little, it will arouse his interest.

Third, handle well the relation between fluency and accuracy. Both accuracy and fluency are essential in English teaching. The teacher should not take precedence of one over the other. Chinese secondary students are to be competent English

language users and they must have a solid foundation in English which the Syllabus has required. A solid foundation is primarily, though by no means solely, accuracy. Bad language habits once formed are difficult to eradicate afterwards. However, by accuracy we do not advocate 100% error-free exactness, which is impossible to achieve. But during the mechanical, controlled drills of language at the beginning of each class, a high degree of accuracy is required of students. They are not only allowed to make as few errors as possible, but also expected to use language improvisationally and creatively. As a matter of fact, the improvisation and creation have already included the fluency. But of course, fluency goes beyond accuracy. Immediately after students have mastered new language, they must be given fluency practice. Then control is withdrawn and they are expected to use language more freely. At this stage, errors should be tolerated, and the teacher should make it clear to students that errors-making is a natural and common occurrence. Even so, a summing-up assessment of students' performance should be made at the end of each fluency practice, so that the students are aware of their weakness and become more and more error-conscious. In this way, accuracy practiced and fluency practice are done almost simultaneously class after class. In short, accuracy and fluency are interdependent, they are not mutually exclusive and they are not in conflict with each other. A rigorous training in language skills can and should go hand in hand with constant

fluency practice, even from the very beginning. "At present, special importance should be attached to the enhancement of fluency so that students will acquire communicative competence as soon as possible and will further improve their accuracy gradually in the process of communication"(College English Syllabus, 1991:10).

Fourth, teach students according to their language aptitudes. Students differ in their background, interest, motivation, learning styles, etc., and the development of their abilities is uneven. So never expect every student to go at exactly the same rate of speed, nor all the students to stay at the same level. All students in a class can be roughly divided into three categories who need a different attention: (1) to very able students, set higher demands, and encourage them to progress to a higher level, to achieve still greater results and never get conceited; (2) to average students, encourage them to bring their potential into full play and push them to the front; (3) to slow students, give them more individual coaching, help them improve their learning styles and encourage them to catch up with others.

Finally, teach students to acquire scientific and effective methods of study. We have long neglected teaching students how to learn. Some students, particularly the weaker students are still using the old method by spelling *b-o-o-k->book* to remember new words. They only know "reading" and "recitation" or are just satisfied knowing some of the terms and

copying the top students' learning method mechanically. Since it is beyond their personal ability, they will give it up as hopeless. Therefore, the teacher should not only enable students to learn but also and more importantly teach them how to learn so that they may gradually learn to work and achieve success on their own. This involves the following: (1) students know that English is an instrumental language which needs everyday hard-work and systematic study and practice; (2)students adopt a conscious attitude towards the teaching process, i.e.they understand the task they face, teaching methods the teacher uses,and have an ability to use them by themselves; (3) very importantly from the point of educational theory, students are able to evaluate their knowledge, skills and abilities they have gained; and 4) students know concrete methods of learning pronunciation, vocabulary and grammar. When training the fast-reading skills, for example, tell students how to read: (a)to focus on the main idea of a text but not on the specific meaning of each word; (b)look up in the dictionary only those necessary words; (c) not analyze a sentence grammatically if its meaning is clear; (d) not translate every sentence into Chinese;and (e) read silently but not utter any sound or moving lips while reading.

Also teach students to acquire good learning habits. The teacher should help students get rid of the following poor habits and cultivate the ability to find the key to learning: (1) students' listening

to the lesson but not memorizing, considering that it has nothing to do with themselves while others are communicating; (2) attending class without taking notes and without "application", (3) not daring to raise questions, forgetting everything after class, (4) unwilling to have their level of knowledge revealed and keeping away from good students and the teacher; (5) no preview, no recall and no review,and (6) doing homework carelessly and not examining the exercises being corrected.

To conclude, the teacher should consider it a primary task to ensure that all students are highly motivated to be engaged all the time in practical activities. The teaching quality must be judged by whether or not and to what degree they have been able to achieve this aim. Of course there are other criteria, but this must be considered the most important one. Just as the College English Syllabus puts it,"No matter what approach or method is adopted, it is necessary to bring into full play the initiative of the students and to develop their ability to do independent work" (1991:10).

Principle Six: Develop Integratively All Four Skills with Varying Stresses on Particular Skills at Different Stages

This is the principle dealing with relationship of listening, speaking, reading, writing. Integrated development indicates that listening, speaking, reading and writing should supplement each other and work in coordination, but stress to differ in teaching stages. The Syllabus suggests that the training of listening and speaking be specially emphasized at the beginning and then the four skills are continuously trained with a particular stress on the training of reading skill after students have learned a certain number of words and most of basic grammar items. It is evident that more attention is paid to training of listening and speaking.

1. All-round Drills

The communicative competence includes skills to listen, speak, read and write, which should be developed in an all-round way . To communicate effectively, people must be able to understand and speak as well as to read and write the language. Without these four skills, people have no ability for production and reception. According to psychology, the employment of multiple senses,auditory, visual and kinesthetic is better than that of just one sense in learning a language. So the comprehensive training in the four skills contributes to the

development of the ability to use language for communication better and faster.

To develop the skills fully, we should change the traditional teaching. Traditionally, the teacher overemphasizes reading and writing and neglects listening and speaking, thinking that practice of listening and speaking will hinder the development of reading and writing. In fact, the four skills are closely related. They supplement each other and help each other forward. Even more,listening and speaking speed up the learning of reading and writing.At the present time, training in listening and speaking should be greatly strengthened.

Listening is the most difficult activity for Chinese students who need the teacher's much effort. Strange to English pronunciation and intonation,they are unable to pronounce correctly which, in turn, affects effective listening and speaking. They also lack "continuity memory" and tend to forget what they have heard when they go on. Moreover, they lack background knowledge for comprehension before listening. To solve these problems the teacher should: (1) do lots of practice to make students listen correctly and imitate accurately such as the following: listen for discrimination of words,listen and look, listen and respond, listen and answer, listen and write (dictation), listen to characteristics of spoken English, etc. so that students get used to the standard English pronunciation and intonation; (2) train students' memory by getting them to listen, and then to answer

written questions on what they have just heard or get them to take notes and prepare a written summary, or dictation; (3) provide background knowledge before listening and direct students to understand the meaning by themselves through the knowledge; and (4) encourage students to take part in various extracurricular activities such as English Corner, English Speech Contest, English Society,etc.

In the traditional classroom, it seems that the teacher trains all the four skills, but actually he doesn't because he uses the four skills as a means to teach language knowledge. To change this situation, use the "single training" technique by which the teacher trains one skill until it is mastered. When listening,students close books and listen carefully, trying to understand independently. When speaking, students use the learned language creatively and improvisationally.When reading, students themselves guess word meaning,look for details and catch main ideas of the text.When writing,students also write independently and the teacher is a facilitator. In this way,the four skills are trained as truly as possible.

2. Different Stress on Different Skills

The six-year learning process is complicated by the fact that students are undergoing physical and emotional changes while having to learn English which becomes more and more complex and difficult every day. This causes the entire secondary English

teaching to have different teaching objectives, different teaching stages, different teaching methods and even different stresses on skills at different stages. Thus, the six-year schooling process is always composed of three stages, i.e. elementary (junior grade one and two) , intermediate (junior grade three and senior grade one) and advanced (senior grade two and three). This division is set by the teaching tasks at each stage which must be completed before the next stage can possibly begin. As to the four skills, they are developed at the same fine at each stage; but the scientifically valid order for presentation of skills is: listening and speaking first, followed by reading and writing with a final comprehensive development of the four skills.

2.1 Elementary Stage

At this initial stage, students have some special physical and psychological features: (1) the young students' ability to imitate is greater than that of senior grade students;(2) they are less shy and less afraid of making errors, which is favorable to learning aural-oral skills; (3) aural- oral skills require quick responses,which is young students' advantage; and (4) students are interested in spoken language which is usually more closely related to everyday life. These features determine that teaching emphasis should be laid on spoken language and on oral communication about daily life.

The chief task. therefore, is to develop abilities to listen and speak in combination with learning of pronunciation and intonation. However, this does not mean to overlook reading and writing. On the contrary, they should receive due attention from the very beginning to help reinforce what has been learned aural-orally. After students have practiced listening to a given body of language content, they should strengthen their control of it by practicing it in reading and writing situations. Another important task is to begin "learning-aim education" to help students make clear about learning purposes, to arouse their enthusiasm to study, and to acquire good methods and habits study, i.e. not only motivate students to learn but also teach them how to learn so that students quickly get into the right track of learning. This plays a decisive role in their latter study. If done well, students will get much benefit all their lives. In junior grade two, an emphasis is laid on training the students' ability to study independently, preventing some students from falling behind the other or from dividing into two opposite extremes in learning.

In view of above teaching tasks, the teaching order should be: listening and speaking first, followed by reading and writing. The teaching methods are primarily of communicative approach and partially of the traditional method as well as Chinese excellent teaching traditions. The special features are summarized as follows:

(1) Use visual aids such as objects, models, wall

pictures, stick figures, situations,etc. to perceive new language and introduce language concepts;

(2) Listening is the first sense to perceive language. The order of senses is: Listening --> speaking --> reading--> writing. The word- teaching order is: sound --> meaning --> spelling;

(3) Ensure plenty of listening and speaking practice, beginning with the mechanical, then meaningful, and finally communicative drills and activities. Also teach and sum up necessary grammar rules to add language knowledge into practice;

(4) Sentence is a basic unit of teaching. Teach students to use words to make sentences improvisationally and creatively, and to use sentences appropriately in a social context.

(5) Conduct lessons and organize classroom work as much in English as possible so as to develop students' habits to speak English and to think in it; but do not totally exclude Chinese. It should be used but limited to only the following: to check students' understanding, to explain and sum up necessary grammar rules, to find teaching focals and difficulties through comparison with English, and to direct students to practice.

2.2 Intermediate Stage

This is a transitional stage where there should be a balanced development of all the four skills. The chief teaching tasks are: (1) in junior grade three, to enable students to apply the learned

knowledge to improve their skills of listening, speaking and writing,then begin to concentrate on training of students' reading skill; (2) in senior grade one to lay special stress on correlation of the materials from junior to senior, help students consolidate the knowledge learned in junior class and enhance their ability to apply the language, in particular, to develop their reading skill and ability to study by themselves.

In view of these tasks, the teaching emphasis should be gradually transferred to reading and writing while listening and speaking are still kept on training with an aim at an all-round development of all four skills at the end of this stage. The teaching methods, therefore, should rely on integrative use of the best teaching techniques from the traditional method, communicative approach and some others. The special features are as follows:

(1) Concrete meanings are still introduced by visual aids, but abstract meanings can be translated into Chinese;

(2) Hearing is not absolutely the first sense to perceive language.Other senses may be used flexibly. Thus more senses participate in classroom activities to promote students' memory and facilitate their thinking;

(3) Sentence is still a basic unit of teaching. Still train students to use language creatively and improvisationally for communication. on the other hand, teaching necessary grammar through sentence patterns. Some long and complex sentences should be

given proper grammatical analysis; and some important grammar concepts necessary explanation;

(4) Drills and activities are still performed mainly to train listening and speaking, including reading aloud words, sentences and texts; retelling and reciting stories; and asking and answering questions according to the texts. However, practice in reading and writing is gradually stressed. Homework is completed mainly in written language;

(5) Still use English to conduct lessons. Try to explain words,sentences and texts in English; thus teaching new English through the old.However, use of Chinese may be gradually expanded, including: to check comprehension and explain necessary grammar knowledge, and to make comparison between English and Chinese to find out similarities and differences.

2.3 Advanced Stage

This is the final stage of secondary English teaching.Students have acquired a certain level of ability to listen and speak, a number of vocabulary and most of the basic grammar. Therefore, to the students in senior grade two, a special emphasis is now transferred to training of reading skill, but training of listening,speaking and writing should not neglected. In senior grade three, the teacher is supposed to based on a systematic sum-up of learned knowledge, lay a special emphasis on training reading skill to students, take further measure to develop their ability to listen, speak and write and study

on their own, thus completing the aims and tasks set by the Syllabus: an all-round development of four skills, with an emphasis on reading. Actually, the four skills are not of the same value in China. For most students reading is the most important. It is a skill which students are required to acquire at school and continue to use after leaving school. Generally speaking, the great majority of the students will not,after finishing middle schools, encounter foreigners in China or go abroad. But they may have plenty of opportunities to read books, newspapers and magazines written in English, and even to read and translate the literature of science, technology, culture and art later. "It is likely that developing countries such as China, belonging to receptive type, should lay stress on reading skill in English language teaching" (Zhang, et al, 1993:292).

In view of these tasks, vocabulary teaching should be greatly increased for more receptive vocabulary being mastered by students, and meanwhile, teach students how to analyze grammatically long and complex sentences for developing an ability to understand sentences through pattern structures . Both of them aim at removing obstacles of vocabulary and grammar for reading comprehension. The teaching methods come mainly from the best techniques favorable for the reading skill from the grammar-translation method, and partially from communicative approach.The special features are as follows:

(1) Try to explain words and sentences in English,

but those with abstract meanings or those with much difference from Chinese can be translated into Chinese or compared with Chinese;

(2) Text is a basic unit of teaching. Teach integratively phonetics, grammar and vocabulary. It is necessary to explain important language points, but it is more important to make texts understood because this in turn enables students to master language points more firmly;

(3) Explain important grammar concepts and rules, which is done in combination with reading practice. Analyze long and complex sentences grammatically. Sum up and compare word collocations and idiomatic usages to consolidate students' memory;

(4) Require pre-reviewing of texts and give the comprehension questions. Explain briefly or just point out language focals and difficulties in texts. Do not explain, translate, or analyze grammatically sentence by sentence;

(5) Require extracurricular reading to develop this reading habit and skill. Properly explain reading skills in class; and

(6) Still strengthen training on listening and speaking, especially in senior grade two. Introduce the background knowledge and tell the gist of texts in English;and require students to read aloud,recite, retell texts, answer questions in English, etc.

We have given above only basic principles to be applied in the work of teaching English for communication to Chinese secondary students. There

undoubtedly are other principles which can or need be applied in this work. Whatever principles, we should never lose sight of the following three important aspects:

(1) The aim of TESOL is to develop students' linguistic and communicative competences through effective training on the four skills to listen,speak, read and write;

(2) The main task of conducting lessons is to get students to practice using English as much as possible with a minimum and necessary amount of teacher's explanation; and

(3) The primary principle is to ensure that students not the teacher are in the center of all classroom work; the teacher is only the facilitator.

Chapter Five

Conclusion

Finally we will briefly summarize our standpoint concerning the creation of a TESOL eclecticism with Chinese characteristics with reference to our goal, attitude, means and process.

1) Our goal to create the method is completely based on China's current teaching reality in order to help change the TESOL outlook at the secondary level for the better and to propel the TESOL in China forward into modernization.This means we have taken our TESOL cause as the main body, and all we do has been to serve the body and to meet its needs. Therefore, those valuable things suitable for China, we have studied and assimilated, those in contrary, we have not.

2) Our attitude is trying to study, inherit and assimilate as many advantages of teaching methods as possible, whether ancient or modern, Chinese or foreign. We have not assimilated the modern methods to exclude the ancient just as the modernists have proposed , nor retained the Chinese methods while precluding the foreign like the conventionists suggested. In other words, to accept the foreign methods does not mean to be completely foreign; to accept the modern methods does not mean to be completely modern. Our attitude is one with an open outlook to all the times and all the countries in order to be completely eclectic.

3) Our means to create a method has been the dialectical one with both critical and heritable features, but not just the abstract metaphysics. This means we have not taken over a method completely without criticizing its disadvantages. On the contrary, we have tried to ponder from one method to another, and to discard the dross while selecting the essential, to get rid of the false while retaining the true. In this way, we have taken both affirmation and negation of a method. This is very similar to the Hegel's concept of "sublate" in philosophy.

4) Our process is one going through analysis, then synthesis and final creation. We have first resolve a method into factors and then selected and recombined what we need. This recombination into an organic unity is really a process of creation. Based on its needs, the main body assimilated every kind of needed factors to change itself, thus creating a new form of TESOL method.

As our production of a TESOL method is a novel undertaking in China, we sincerely invite comments and criticism from our colleagues at home and abroad.

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